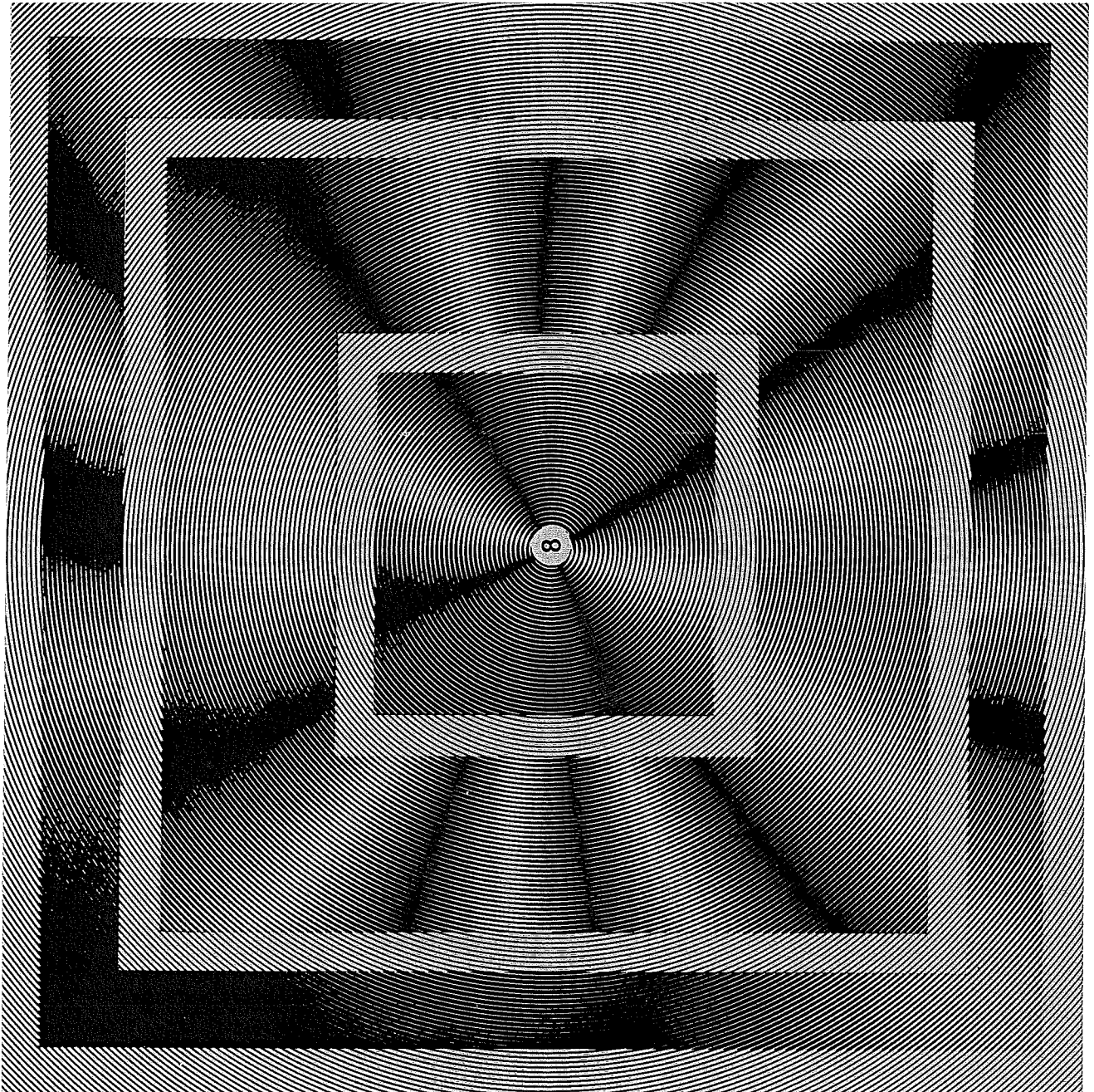


Stout / ALUMNUS

UNIVERSITY OF WISCONSIN - STOUT - MENOMONIE, WISCONSIN 54751

FALL

1980



Stout Center For Future Studies

Center Has Eye Toward the Future



Smalley (left) and Barlow reviewing literature

I shall be telling this with a sigh somewhere ages and ages hence: Two roads diverged in a wood, and I—I took the one less traveled by, and that has made all the difference.
— Robert Frost —

By Amy Gibler

"What happens, happens" is usually the attitude that most young people today have. But Lee Smalley and Ray Barlow believe that by studying the past and present, people can project alternative futures and thereby choose which path to take.

Smalley, professor of industrial education, and Barlow, associate professor of philosophy, co-direct the Center for Future Studies here at Stout.

The idea for the Center was formed in the early 70's but it really began functioning two years ago when the Stout University Foundation gave the Center a grant. It is now one of the first Centers of its kind in the nation.

Purpose of the Center is to allow people to become involved in creating their own future and understand important issues, problems and opportunities they may face in the future.

"There is no *the* future," said Barlow. "It is not locked in but it is possible, through future studies, to learn how to develop these alternatives."

Once you develop the alternatives, which is projecting, you look at the various alternatives and deter-

mine which will require the greatest trade off in terms of time, materials and money.

According to Barlow and Smalley, future studies are important for both individuals and for education in general. "This is tremendously important for Stout and for education," said Barlow. "Our Center for Future Studies can aid simply by providing materials and suggestions to a program director how to futurize a program and make it continuously relevant as time goes by." Barlow added that the current process of developing a program here at Stout sometimes becomes outdated by the time it is implemented because needs in various fields often change rapidly. "For a program to be relevant at Stout or any university, future probabilities must be looked at," said Barlow.

History plays an important role in future studies. By looking at the past, future projections and values can be determined.

"The sign of maturity is a person who gets beyond his immediate needs and looks not only in the future but at the past," Smalley said. "So the first thing you do is you go to the past and see where it's been. We've got to get people involved in all three time frames (past, present and future) and so history for us is very meaningful and we can make it come alive."

A problem of futurism is the "old crystal ball fallacy." People assume that the function of the futurists is to predict what's going to happen. But according to Barlow, that is not the function of the true futurist.

"The function of the futurist is to project those alternative futures that could happen and encourage people to evaluate them," said Barlow. "Everybody is a futurist."

He added that if you assume that there is a future waiting to arrive, it doesn't exist. "But if you project the trends and probabilities, using the various methodologies in future studies, then you have a future which you can choose from and this is most productive."

Smalley said that the part of projecting that "really fouls you up" is timing. "You can say what's going to happen but not when it's going to happen," he said. "So many times you have no control over it."

The Center has many goals, one of which is to develop a specialization in future studies at Stout. According to the co-directors, this will involve course work as well as clinical experiences for non-traditional and traditional students who would like to have future studies to complement their major programs.

Barlow and Smalley also hope to continue working

with program directors to encourage them to introduce "futures" into their programs.

Staff at the Center has been involved in meetings, conferences, classes and consulting. A number of instructional and informational handouts have been developed and distributed to students and faculty.

Also being developed is a multi-media presentation which Smalley will present at the World Futures Society at the University of Massachusetts, in November.

The Center has one salaried employee, a graduate assistant. Other than that, it is being run by Smalley and Barlow in addition to their normal teaching. Barlow said that this might be a measure of the degree that "we think future studies is tremendously important."

The "future" of the Center looks optimistic. Of course, that's because Smalley and Barlow looked at the past and the present and then projected alternatives for the Center.

New Forms of Education in Stout's Future

In the future, new degrees and majors at Stout will involve more than just new subject matter, they may take on completely different forms, according to Vice Chancellor Wesley Face, who heads the University's academic division. In an interview, Face was asked to speculate the kinds of programs Stout will offer in the future.

Face envisions three new approaches to education that are in various stages of development: They include expansion of the University's "extended degrees," which enable students to graduate from the University while studying in their hometown; a "university studies" degree that allows students to pick their study area from thousands of possible topics; and a program in "specialization" which will accommodate people who want to expand their knowledge but who are not interested in degrees and majors.

Face said Stout is already successfully offering the extended degree in the area of vocational education. He hopes to add the industrial technology major to the degree if funding can be found. The degree is most useful to individuals beyond the normal college age who have work and family obligations. "The extended degree recognizes the fact that these people aren't highly mobile," Face said. "We have to figure out new delivery systems to give people access to the University."

The "university's studies" major is now at the planning stage. Face describes this as a "program in which we could design concentrations that are transdisciplinary, pulling content from all over campus. It can allow us to do some exciting things." Face sees this program as having almost unlimited possibilities for students. "It is my philosophy that there are literally thousands of things we can study academically," he said.

The "specialization" approach to education that Face envisions involves neither the traditional college major nor the degree. "Certainly God must

have created more than majors, minors and degrees," Face said. "In all his wisdom, I assume that he would have thought of something more than just that. The number of ways we package things in education, which are small, haven't changed in a thousand years." He said that there should be a way universities can offer opportunities for people to study subjects in-depth, without having to choose a major or obtain a degree. He describes this as a "free-standing" approach to education. "It could be two courses, it could be twenty courses, it could be a hundred credits, it could be ten credits," he said. For example, an individual in charge of supervising people might be interested in coming to the University to study personnel management in-depth.

Face views these new approaches to education as a means of reaching a portion of the population not being served now by colleges and universities. "We have to have something ready that can attract new clientele," he said. "It is my strong belief that new clientele require new approaches to education. You can't take the same old things to a new group of people. I think that higher education has assumed that all we have to do is find new people and give them the same old things. That is not going to work." He explained that some college curriculum is geared for 18-year olds who are still in the developmental stages and not toward "fully mature people" who have different needs.

But these new approaches to education also have problems, notably that the University is now filled to capacity and short of funds. "The difficult spot we are in is that we got all of our programs full and running over and we are turning away people," Face said. "It's very hard to convince many people that you've got to develop new programs and that is a problem because it is not going to stay that way forever. You've got to have a new product line at some point if you want to keep the enrollments up."

Admissions Director Must Say "No"

Don Osegard is a man who doesn't like to say no. Yet, in the last few years, Osegard, the director of admissions at Stout, has been saying no to thousands of students who have asked to be admitted to the University.

Even though some universities are now facing enrollment declines, Stout has continued to grow to a point where its budget will barely accommodate the 7,100 students enrolled there, let alone those additional students who wish to attend. Osegard said his office has formally denied admission to "at least a thousand" students who have applied for the fall semester and perhaps an additional thousand were turned away by phone. "I am sure we average from 10 to 20 calls a day asking if we will still admit students and we have to tell them no on the telephone," he said. "It's telling me there are a lot more students out there that will not get officially denied, that won't get a letter, but they really are denied. We tell them they can't get in so we never hear from them."

Osegard said the enrollment limits at Stout have placed tremendous pressure in his office. "I've always found it difficult to say no to people," he said. "I am under pressure. I get calls and letters from congressmen and senators. I get calls from people who think they have quite a little clout with the UW System, wondering if they can get someone in their family into the University." Those kinds of pressures, however, don't bother Osegard as much as some of the hardship cases he sees, such as a disabled veteran from Milwaukee who thought the University granted exceptions for disabled people. "He drove up here thinking he could apply, be admitted and preregistered, all at the same time," Osegard said. "We sent him home with nothing. That bothers me. Someone that you would really like to help, someone who has some kind of handicap. This is the place they want to go and they can't go here."

There is a theory that those students denied admission to Stout will go to other UW System schools that are experiencing enrollment problems. That apparently isn't what is happening. "The main problem, that I see, is that we are very specialized in our majors and we have some of the largest majors in the world in some areas," Osegard said. "In many cases, we are the only place in the state where a student can obtain a major such as we offer and this is all the student wants. By denying them, we either force them to sit out a semester — not go to college — or else attend another college where they run into an adjustment problem in transferring before they can come here."

Osegard estimates that less than half of the students denied admission to Stout go to another UW System school. "They may go to Minnesota schools, they may go to private colleges, they may not go to college at all," he said.

Osegard explained that enrollment target numbers are set for each major offered by the University. As individual majors fill, applications for those majors are denied. "The program directors and the deans of the Schools and the various department chairmen get together and actually determine how many students they can handle and still offer a quality education," Osegard said. A limited number of exceptions are made for athletes, minority students and local commuters from Dunn County. "These, however, are all but filled right now," Osegard said in an interview last summer.

As word has spread about Stout's enrollment limits, application patterns have changed in recent years. Osegard uses the fashion merchandising major, which closed Nov. 7, as an example. "The year before it was like a week later, Nov. 15, and the year before that, it was the first of December," he said. "We just keep pushing it back a little. This is true with all majors. By around March 1, we had very few openings at all left for any freshman in any major." A result of this has



Don Osegard in office

compressed the amount of time his office must process applications. "It used to be a natural nine-month admission process all the way from Oct. 1 to Aug. 20," he said. "But now because of the enrollment limit, we have to process the admissions over a two-month period. In October and November, it's not unusual for us to receive about 100 applications a day. That's a lot of processing."

Enrollment limits have also increased the number of transfer students at Stout. Those who can't get in as freshmen go to other schools and transfer later. "We've always had a good percentage of transfer students, but now we are at the point where something over a third of our students are transfer students," Osegard said.

One advantage of the enrollment limit is that Stout probably will not be hit with enrollment declines that are being predicted for colleges in the mid-1980's. "I don't think it (the decline) is going to hit us for several years and I think when it does hit us, we can hold it off if we want for quite some time," Osegard said. "If we need students, we could get a lot more students, all the people we deny would be excellent prospects, but we never follow up asking if they still want to come to Stout. We never do that because we have more than we can handle anyway so we don't encourage them to come here."

Class Studies Classroom Discipline

The teachers who take Virginia Peter's course ought to have better behaved students when they return to their own classrooms. Peter, a professor of education and psychology at Stout, teaches a new course titled "classroom discipline."

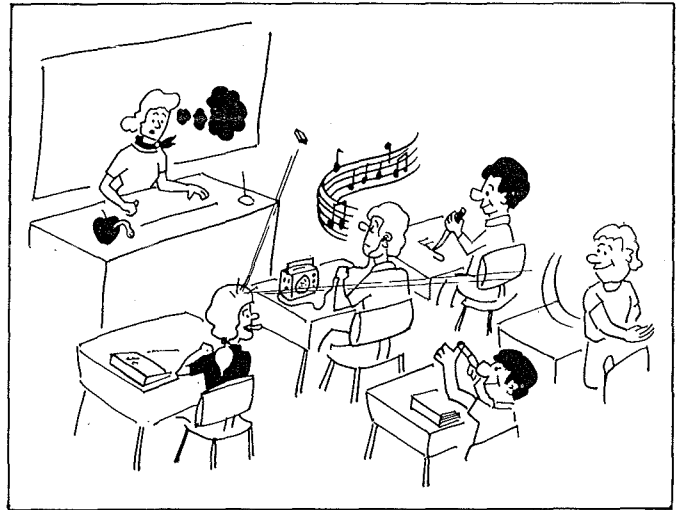
In the two-credit course, she emphasizes that developing mutual respect between teachers and students can often do much to ease classroom disruptions. "One thing we try to do is distinguish between behavior that is unacceptable and the student, the person in other words," Peter said. "You still respect the person but do not tolerate certain kinds of behavior in the classroom." She said many teachers fail to make that distinction. "The kids end up feeling that the teacher is a grouch or crabby, but don't realize that it's the behavior that is causing it," Peter said. "Teachers sometimes don't realize that they're using sarcasm to keep students in control. Sarcasm is always interpreted negatively by students. It's always interpreted as a putdown."

Peter cautions that material presented in her class represents techniques that generally work in maintaining classroom discipline, but must be adapted to meet individual teacher and student needs. She suggests that teachers begin by assessing their own needs and then comparing them to those of students. For example, having a quiet classroom may be extremely important to the teacher in making presentations, but of little importance to students. Peter said this helps develop a mutual respect between teachers and students. "It involves respect for students as well as teachers and for each other," she said. "That means you have to respect the student as a human being who may not be as experienced as the teacher."

However, Peter's sees nothing wrong with teachers who are strict disciplinarians, so long as they are consistent in the rules they apply. "Kids will go along with the teacher if the teacher is consistent," she said. "If kids can help set the rules or know the rules at the beginning, they usually go along with them. They might not like them, they might moan and groan, but they'll recognize that there are rules." This breaks down, however, if teachers are inconsistent. For example, occasional misbehavior of a usually good student might be tolerated, while misbehavior by generally disruptive students is dealt with more severely.

Peter said that discipline problems are also caused by "stressful situations" in the classroom today. "There is not as much support from parents or from administration as there was say 15 or 20 years ago," Peter said of the teaching profession. She explained that parents usually have a higher level of education and therefore, feel they know more about what ought to be happening in the classroom. "They may never have taught 30 kids in a classroom but they've gone through college so they know what education is about and they feel they have a right to judge the teacher more critically," Peter said. "I have found teachers feel very strongly in some cases that there is lack of support on the part of the principal. It isn't only lack of support, but it's not getting recognition for what they are doing."

To deal with such situations, she advises teachers to be mutually supportive. "The other teachers understand the same sorts of problems," she said. "Sharing these problems seem to be helpful. I think when you are tense and feeling under stress, you tend to have a much shorter tolerance level for disagreement and conflict in the classroom."



In most cases, rising discipline problems have little to do with the changing quality of teachers, according to Peter. "I don't think that the quality of teaching has changed that much," she said. "I don't think the teachers have changed all that much in level of ability, but I do think that students that are coming up (through the grades) are changing. It may have to do with the movement of passing students regardless of whether they have really learned the material in the previous grade." Part of this may be caused by an increased emphasis on keeping students in school. In earlier times, many of the poorer students quit school to enter the work force.

Peter pointed out that most teacher education programs in colleges and universities do not address themselves to the specific issue of classroom discipline. "Few teachers go out teaching with any kind of education in dealing with discipline problems," she said. "We teach methods but the methods most of the time deal with how to teach a specific type of content. What happens in the classroom deals with the interaction process between students and teachers and very few of our pre-service education courses deal with that kind of problem. Very few teachers ever have courses in discipline."

When discipline is taught, it is often in "abstract terms," according to Peter. "I think we have taught people from abstract concepts about what discipline is all about," she said.

All of the students in Peter's course have teaching experience. "I've had teachers from elementary all the way through high school and I really don't do anything different," she said. "We teach basically the same concepts and the application is made by the teachers whatever level they are dealing with."

She is generally optimistic that classroom discipline problems are solvable. "If we can teach teachers to respect each other and respect their students, then we can probably offset those problems that are created by the environment of the classroom," she said. "We will still have kids who are having problems outside who will act out in the classroom but that isn't going to be a majority of the students."

Most of Peter's course deals with non-violent problems, the kinds teachers are likely to experience. "Most of the teachers I've talked to haven't experienced that kind of (violent) problem," she said. "It's still very much verbal abuse and students refusing to cooperate with teachers."

The Night Terror Struck...



There was nothing like it in most people's memory. What began as a warm, peaceful summer evening ended in a night of destruction and terror. When it was over, the University was closed, the city of Menomonie was without electricity and millions of dollars in property lay in ruin.

July 15—the night of what some call the worst disaster in Wisconsin's history. In many respects, it was a typical summer evening. Traffic cruised the downtown streets and students strolled about campus in search

of relief from sweltering temperatures. Even reports by the National Weather Service of impending severe thunderstorms did not seem out of the ordinary for that time of year.

But by 9 o'clock, ink black skies, peppered with interminable bolts of lightning, portended more than just another thunderstorm. At approximately 9:15, it struck. Hurricane force winds that reached a velocity more than 100 miles per hour smashed into the city, ripping century old trees from their roots and sending them toppling into homes and garages. Power poles were snapped, leaving high voltage lines strewn about. Most area residents took sanctuary in their basements, but some were trapped in commercial businesses, parks and on the road in their cars. Hours passed, the storm subsided and people gradually emerged from their places of shelter to survey the damage and to begin a massive cleanup job that would involve months of work.

Rural areas, most the city and nearly all of the University were without electrical power by the time the storm ended. Some homes would be dark for days. Gasoline was in short supply because pumps had no

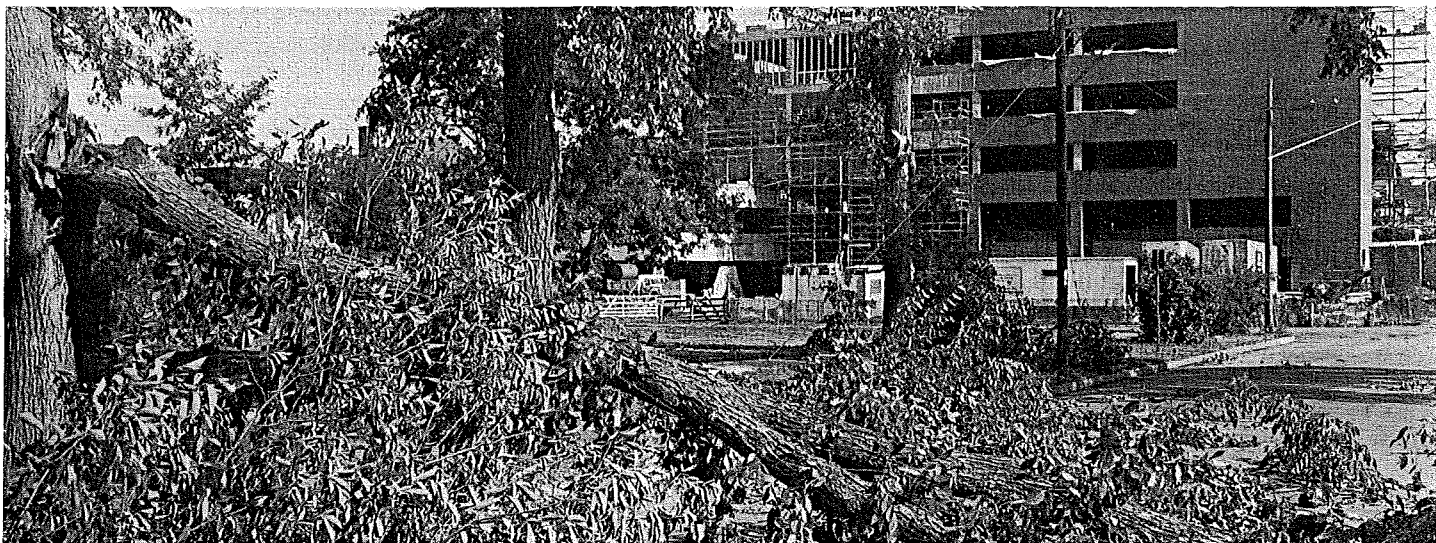
electricity to operate. The city's water reserve was low and dwindling rapidly.

Vice Chancellor Wesley Face—the chief administrative officer in absence of Chancellor Robert S. Swanson, who was on vacation—took immediate command of the emergency situation at the University. Summer session classes were cancelled for the next two days and students were asked to go home. "We are hoping our students will leave the city for the next several days," Face said in a publicly circulated statement. He explained that he did not want the University to burden the already overtaxed sewer and water system. Several emergency generators that had provided limited electricity to the campus immediately after the storm were shut down because they required use of the scarce city water. Three conferences meeting on campus that week were cancelled.

But the University did not stop with those measures. As dawn shed light on the shattered city, personnel from the University food service were already serving meals for the Red Cross to volunteers who had arrived in Menomonie. In total, some 4,000 meals were served throughout the crisis. National Guard troops and other volunteers were housed in University residence halls. A parking lot in the center of campus became the main assembly point for National Guard vehicles.

Stout employees pitched in, along with the regular grounds crew, to clear downed trees and branches from the campus. Damage to buildings totaled about \$50,000, a modest sum in comparison to the estimated quarter billion dollar total for the area. Harvey Hall was hardest hit, with a portion of its roof gone.

Talk of the storm dominated conversations for weeks and the scars of its rage will be seen and felt for months, perhaps years. Yet, bodily injury was miraculously low. Only a few days passed before one local store began selling T-shirts proclaiming "I survived the storm of July 15." Perhaps the statement was more than a matter of pride; it was an expression of gratitude.



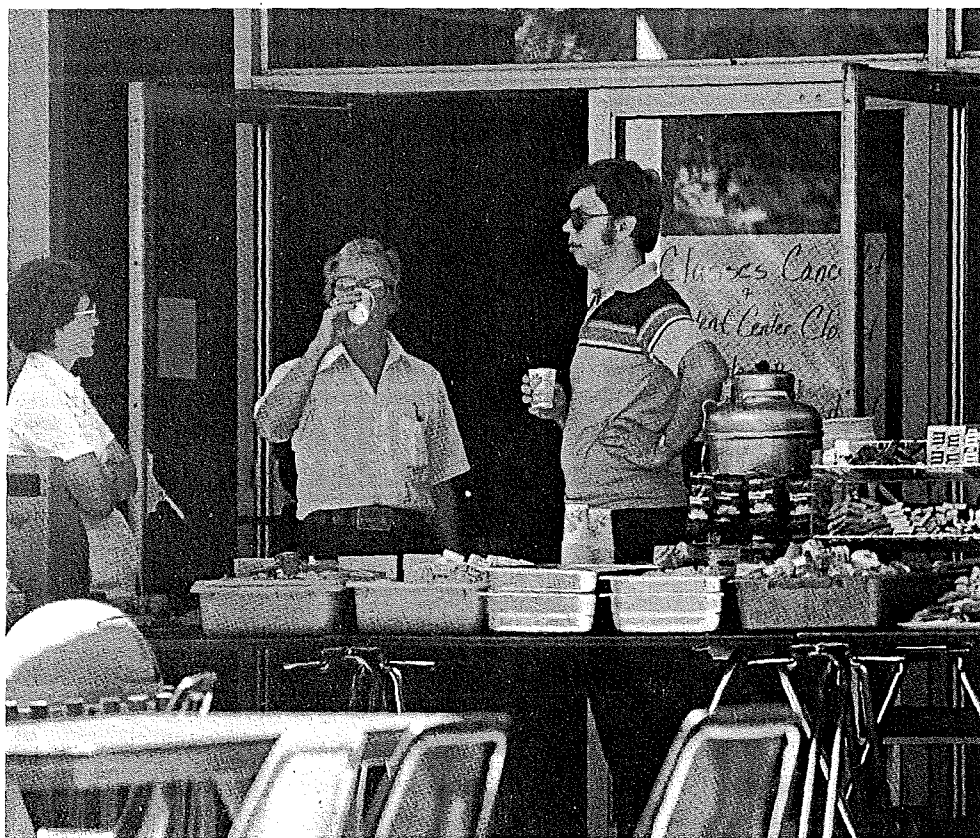
trees down near new library



National Guard trucks on campus



Volunteer clearing trees



food service line for Red Cross

Class Notes

1937-1972

EUNICE NELSON '37 is retired and working in Nichols Library, Naperville, Ill.

LENORE L. LANDRY '45 received honorary recognition from Friends of 4-H at State 4-H Congress.

JOHN STIBEL '49 owns and operates the Hennessy Lumber Co., Conrad, Mont. He was recently elected president of Montana Building Material Dealers' Association.

WALTER KRATSCCH BS '57, MS '60 was selected by the Illinois Industrial Education Association as the 1980 Outstanding Industrial Arts Teacher of Illinois.

ROBERT A. ERICKSON BS '56, MS '58 is the Stillwater State prison warden, Stillwater, Minn.

SHARON ARNDT '63 is employed by the University of Wisconsin Extension and is educational counselor for adults in St. Croix, Pierce and Polk counties.

HAVEN J. WILLIAMS BS '64, MS '65 was named president of Central Typesetting Inc., Wausau.

WILLIAM DUBATS '65 is program manager of the Guided Missile Launching System MX 26 program in Minnesota.

CRAIG G. VOGT BS '66, MS '69 is director of instruction, Campbell County Schools, Gillette, Wyo.

MICHAEL SHEIL '69 is national sales manager for American Hamilton, Two Rivers.

MARILYN KRAUSE '70 was named president of Wisconsin Association of Extension 4-H agents.

GREG SCHANTZ '72 is a sales specialist, Campbell Soup Co., Eau Claire.

CHARLES WEYDT MS '71, Ed.S. '72 is vocational counselor at Northern Wisconsin Technical Institute, Sturgeon Bay.

1973-1977

PAUL WOERFEL '73 has been named head baseball coach of Southern Door high school.

JEANNETTE KRAUSE '73 is the customer services officer for the Affiliated Bank of Jamestown in Madison.

CONNIE JO BRAEGER '74 is a sales manager at Stouffers Greenway Plaza Hotel, Solon, Ohio.

CAL EICHINGER '74 is the manager of Brunswick Bowl in Azusa, Calif.

SAM GLANZMAN '74 is the K-8 art teacher and K-8 assistant wrestling coach at Darlington.

DONNA MENART '74 has been promoted to associate professor, UW-Extension.

HOPE HOTCHKISS NIEDLING MS '74 was elected president of the Wisconsin Federation of Women's Clubs.

BONITA SCHOENECK DRESEN '75 teaches homebound students in the Montello school district, is the Westfield pre-school teacher and summer extension home economist.

SANDRA STRAUCH GREGAR BS '75, MS '76 is a registered dietitian at Tomah Veterans Medical Center, Tomah.

RAYMOND KASEL '75 is the new administrator of the Unified Health Services Sheltered-Day Services facility in Manawa.

FRANK SCHNEIDER '75 ensign, has completed the basic officer course at Naval Submarine School, Groton, Conn.

DAVE ZIEN MS '75 is a Win/employment counselor at the Medford Job Service.

SUE ISAKSSON BS '76, MS '78 is an administrative dietitian with United Hospitals, Inc., St. Paul.

ALAN MUSILEK '77 is teaching auto body at Peoria High School, Peoria, Ill.

STEWART RIVALL '77 was presented the "Wings of Gold" after 18 months of flight training. He is a naval aviator.

1978-1980

COLLEEN KRAHN ANGEL '78 was selected as one of Schaumburg High Schools outstanding teachers. She teaches home economics.

DANIEL OBEY '78 is a manufacturing process engineer for the Marathon Electric Manufacturing Corp. in Wausau.

ROSEMARY B. PALM '78 is employed by the St. Vincent de Paul Rehabilitation Service of Portland, Ore.

DENISE STEMART PROSSER '78 is office designer at Wausau Insurance Co. in Wausau.

MARY ROMENESKO '78 is the program supervisor for the Community Child Care Center.

WILLIAM BUTLER '79 is an industrial arts instructor at Cuba City High School, Cuba City.

PATRICK J. DONEGAN '79 is a maintenance planner for Oscar Mayer and Co. in Madison.

DANIEL K. NELSON '79 is an industrial arts instructor at Independent School District No. 484, Pierz, Minn.

MICHAEL O'DELL '79 is employed at Western Technical Institute, La Crosse.

MARY ELLEN SJOLIN MS '79, a Clark County extension home economist, was promoted to associate professor.

LYNN SUNDBERG ME '79 is a psychologist at Green Bay Public Schools, Green Bay.

DEBRA WOHLERS '80 has been hired as a quality control technician at Appleton Mills, Appleton.

MARY JANE PAWLOWSKI '80 is working as a programmer in the research and development division at Chemical Abstracts Service, Columbus, Ohio.

JEFF PRICE '80 has accepted a position as a corporate management trainee for Hyatt Regency Hotels and will be employed at the Hyatt Regency, Lake Tahoe, Nev.

The Stout Alumnus

The Stout Alumnus is an official publication of University of Wisconsin-Office. It is published quarterly by the Office of University Relations and is distributed to graduates, friends and faculty of the University. It is entered at the post office in Menomonie, Wis., as third class matter.

John K. Enger Editor
 Carol Richard Ass't. to the Editor
 Florence Barlow Class Notes

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Distinguished Alumni



Horn



McMahon

Fern M. Horn (MS '56) and Edward R. McMahon (BS '51, MS '52) were presented the University's Alumni Distinguished Service Award during Summer Commencement ceremonies.

McMahon, who resides in Redlands, Calif., is vice president for Finance and Treasurer at University of Redlands.

Horn, who resides in Milwaukee, devoted more than 35 years to teaching before retiring this year.

JEANINE LINDAHL '80 has been accepted into the executive management development program with Donaldson's Department Store on Nicollet Mall in Minneapolis.

BETH HOLMES '80 has accepted a position at University of Wisconsin-Madison.

HOLLY VALKENAAR '80 is a marketing management trainee with Western Life Insurance Co. in St. Paul, Minn.

JACQLYN PROKASH '80 is a management trainee at Donaldson's in Minneapolis.

DEBBIE ANDERSON '80 has accepted a position at Sister Kenny Institute in Minneapolis, working in vocational services as an instructor/evaluator.

Marriages

1967-1976

Celeste Szymanski to **ALAN BABL BS '67, MS '68**, May 31, Wausau.

DIANE JOHNSON BS '69, MS '74 to Charles Brion, June 23, Alma.

Susan Grassl to **WILLIAM KNETTER '70**, June 14, Stratford.

LINDA KODET '74 to **LEO WAGNER '76**, June 27, Sheboygan.

Patricia Mikrut to **ROBERT PERLOCK '74**, May 17, La Crosse.

EVELYN WOJKIEWICZ '74 to David Chritton, April 1, Minneapolis.

Patricia Hines to **JOHN MALKMUS '76**, April 26, Kenosha.

Debra Ramminger to **WAYNE HOFFMAN '76**, June 14, Kiel.

PATRICIA TOPP '76 to Jeffrey Oswalt, March 29, La Crosse.

JULIANNE WONN '76 to Oscar Miller, '77, March 29.

KATHRYN MARY WILINSKI '76 to Robert J. Hieronimczak, June 7, Green Bay.

Alice Buchberger to **JEFFREY HEINZEN** '77, April 26, Chippewa Falls.

LINDA CAMPBELL '77 to **BRUCE MEIHSNER** '78, May 24, Manitowoc.

CARMEN SMITH '77 to Reuben Rhodes, March 29, Norwalk.

Debra Ennis to **THOMAS HART** '78, recently, Superior. Couple resides in Eau Claire.

MARSHA LIN ILSE '78 to Jonathan C. Perry, June 7, Delavan.

Elizabeth Saemann to **GARY GRITZMACHER** '78, May 17, Plymouth.

DENISE STIMART '78 to Todd Prosser, June 14, Green Bay.

TARA SWEENEY '78 to Edward Christopherson, Oct. 27, Shakopee, Minn.

Debra Ann Tilot to **ANTHONY REIVITIS** '78, May 17, Green Bay.

PENNY TRUMPY Ed.S. '78 to Michael Kodrich, Nov. 23. Couple resides in Eden Prairie, Minn.

1979-1980

JANET CUTSHALL '79 to **DAVE COBB** '79, Aug. 25, 1979. Couple resides in Rochester, Minn.

DIANE HOLCOMB '79 to **JON FIELDS** '77, May 3, Brooklyn Center, Minn.

SALLY HURLBURT '79 to Larry Meyer, May 10, Stanley.

Beverly Ann Wohlk to **JEFFREY ZONDAG** '79, May 31, Almena.

BARBARA JEAN BARYENBRUCH '80 to Peter K. Oleson, Jr., June 14, Manitowoc.

SHEILA S. CRAWFORD '80 to John W. Murphy, May 24, West Allis.

GAYLE GOETSCH '80 to **JIM PRASCHAK** '80, May 17, Menomonie.

VALERIE HEINRICH '80 to **DAVID RUTHARDT** '79, June 28, Marquette, Mich.

HEATHER HAROLD '80 to Dennis Smith, June 28, Beloit.

Brenda Lee Hoppe to **GREGG H. McARTHUR** '80, March 8, Baraboo.

Roxanne Lomnes to **DANIEL T. O'KEEFE** '80, May 24, Hudson.

KATHLEEN KAY NELSON '80 to Kevin J. Splett, May 17, Barron.

MARCIA VANDEBERG '80 to Gerald Gross, June 7, Neillsville.

Births

A first child, April Anne, April 17, to **KENNETH** '69 and **JANE LEMAHIEU KLIMA** '67, Waukesha.

A first child, Ericka Jlene, Aug. 31, 1979, to **LARRY BA** '70 and **BARBARA CRAMER HELGASON** '70, Rock Falls, Ill.

A daughter, Sandy Lynn, Jan. 29 to **ROBERT BS** '71, MS '72 and **LYNN McCLAIN ABITZ** '71, Appleton.

A second son, Jared Daniel, June 22 to **JOHN BS** '72, MS '75 and **PAMELA BEYER GINDT BS** '73, Rochester, Minn.

A first child, Katie Erin, April 19 to **CAL** '74 and **SUSAN DESTICHE EICHINGER** '75, San Dimas, Calif.

A first child, Kristy Michele, March 8 to **STEVE** '76 and **KAREN INGMAN WATZLAWICK** '75, Merrill.

A son, Christopher, June 5 to **TOM** '77 and Gloria Wagener, Strum.

A son, Jeremy Michael, April 12 to Michael and **LINDA MARCINIAK TANK** '79, Oak Creek.

Deaths

FLORENCE O'LEARY Dip. '10, BS '25, May 9, Mason City, Iowa.

SUSAN ELNORA JOLLY SMITHSON Dip. '19, June 11, Toomsaba, Miss.

GUY TOLLERUD Dip. '23, BS '30, July 11, Minneapolis.

ALFON DAHL MATHISON Dip. '26, BS '29, 72, April 11, Fox Point.

ROWENE HAPPE TANNER '43, 58, June 19, Eau Claire.

SISTER PRUDENTIA WAKOMANN MS '46, April 14, Chicago.

FAYE LEHNER FREY '51, Aug. 18, 1979.

BONNIE G. HALAMA '60, 41, April 27, Fremont, Calif.

Campus Notes

Stout's baccalaureate program for the preparation of elementary teachers has been reaccredited by the National Council for Accreditation of Teacher Education. The Council has also reaccredited the University's specialist programs for the preparation of secondary teachers, school psychologists and guidance counselors.

Action by the Council extends accreditation to these programs until Sept. 1, 1985.

A \$35.6 million operating budget for Stout was approved in July by the UW System Board of Regents.

Less than half of the total will be supported from state tax revenues, with the remaining coming from grants, fees and self-supporting activities.

Salaries and fringe benefits for Stout's 863 faculty, academic staff, graduate assistants and classified employees will total \$21.9 million. This is an estimated figure, since the classified employee raise process is not yet completed. Other categories include \$9.3 million for supplies and services, \$2.8 million for student financial aid and \$1.5 million for equipment.

Federal grants, gifts, aids and contracts will total \$4.8 million and \$8 million will be for auxiliary enterprises and services, such as food service, student activities, residence halls, the student center and other self-supporting activities.

The budget covers the 1980-81 fiscal year, which began July 1 and ends June 30, 1981.

Promotions in rank for 20 Stout faculty members have been announced by Chancellor Robert S. Swanson.

Moving to professor from associate professor are: Thomas Baldwin, energy and transportation; Darrell Coffey, vocational rehabilitation; Bette Ann Hanson, human development, family living and community educational services; Gordon Jones, learning resources; Charles Metelka, habitation resources; Martin Ondrus, chemistry; and Pinckney Hall, student services.

Assistant professors promoted to associate professor include: Karl Botterbush, vocational rehabilitation; James Eggert, social science; Arthur Matthews, speech; Robert Moran, English; John Neuenfeldt, mathematics; Gail Roberts and John Williams, human development, family living and community educational services; and Eddie Wong, art.

Instructors becoming assistant professors are: John Hunt, mathematics; Jerome Kirsling, vocational rehabilitation; David Kraemer and John Olson, energy and transportation; and Michael Nicolai, speech.

Eight retired Stout faculty members have been given Emeritus designation by the UW System Board of Regents.

Herbert Anderson, who retired June 30 as dean of the School of Industry and Technology, has been named Dean Emeritus and Professor Emeritus.

Other Professor Emeritus designations include: Orlin Anderson, biology; Donald Clausen and Wilson Kleibacker, chemistry; and Evelyn Rimel, education and psychology.

Named Associate Professor Emeritus are: Edwin Dyas, materials and processes; Harry Olstad, industrial teacher education; and Charlotte Rose, habitation resources.

A new service for individuals who are visually impaired is now available at Pierce Library.

Known as the Visual-Tek Read Write system, it consists of a closed circuit TV camera and 19-inch monitor. A variable zoom lens permits a wide range of magnification and the system can also display either positive or negative print material.

Located in the lobby on the first floor of the library, the system is available to all interested persons during regular building hours.

Jack Wile 1920-1980

Jack Wile, director of Development and Alumni Services at Stout, died July 30 at Sacred Heart Hospital in Eau Claire. Wile, 60, had been associated with the University since 1968.

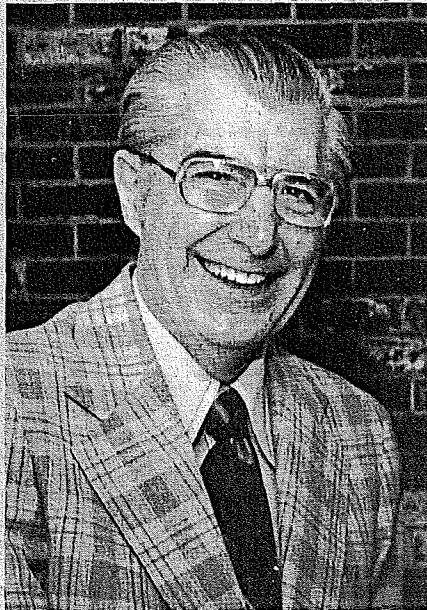
The family has requested that memorials be given to the Stout University Foundation, Inc. or the Pastoral Care Department of Sacred Heart Hospital.

Wile was instrumental in the modern development of the Stout University Foundation and brought the organization to its present million dollar value. He served as its executive director and was also executive secretary of the Stout Alumni Association. In addition, he helped form the prestigious Board of Business and Industrial Advisers at Stout, with membership of top corporate and industrial leaders.

Prior to joining the University staff, he had served as general secretary of the Eau Claire YMCA, where he was involved in the planning, funding and construction of the present YMCA facility.

Chancellor Robert S. Swanson called Wile "one of the state's top development executives." Swanson said that he "played a major role

in making the Stout Foundation a key force at the University. He was a dedicated individual who gave his life to public service. His organizational abilities and leader-



ship were of tremendous value to the thousands of people that he served."

Wile was born July 21, 1920 in Waterloo, Iowa. He was graduated from Grinnell College, Grinnell, Iowa in 1941 and did post-graduate work in George Williams College in Chicago. He served as a

bomb disposal officer in the navy from 1942-45 and was discharged as a lieutenant senior grade. He was a sales manager for Carnation Milk Co. of Stockton, Calif., executive at Waterloo, Iowa, YMCA and general secretary at Marshalltown, Iowa, YMCA. At Marshalltown, he also did volunteer work in establishing a Tri-County Mental Health Clinic.

He became general secretary of the Eau Claire YMCA in 1958. Among his accomplishments there were setting up an innovative family plan and establishing the YMCA football league. He also served as senior counsel for American City Bureau Beaver Associates of Chicago where he did extensive fund raising for churches, YMCA's, hospitals and the United Way. He was married in 1942 at Grinnell to Toni Alexander of Springfield, Ill. For the past 22 years, he resided at 218 McKinley Ave., Eau Claire. He is survived by his wife, Toni; his mother, Ida Jane of Shell Rock, Iowa; three children: Jeffrey of Eau Claire, John of Bloomington, Minn., and Jean Louise Hedburg, Alexandria, Va.; and three grandchildren.

Stout was characterized by Chancellor Robert S. Swanson as an institution with "strong tradition and specialized programs" with attention given to "work, people, social needs, innovation and quality."

Speaking at summer commencement exercises, Swanson told graduates that their soon to be alma mater has a number of distinct traits that formed the foundation for their education:

--- Specialized programs. Swanson said the majors at Stout are designed to produce some specific results, including preparing graduates for business, industry, education and the so called helping professions. "These majors stress learning by doing through the University's laboratories and by actual field experience," he said. "Such learning is intended to enhance a theoretical knowledge gained from books and lectures."

--- Career-oriented. "Because of the University's emphasis on career preparation, the student body it attracts is highly work-oriented," the chancellor said. "Most students view their education as a step toward a career. They possess a strong work ethic that is reflected in their studies."

--- People-oriented. Swanson said the University continues to emphasize good relationships between students and staff. "Even though the University has grown by large numbers in the past decade, students continue to feel that it generates an inter-personal climate that is more frequently associated with small schools," he said.

--- Meeting social needs. "Programs and activities at the University function to fill specific social needs," Swanson said. "This may involve training students to enter

professions needed by society; or it may involve attacking specific societal problems."

--- Innovative. "The ability of the University to carry forward its original mission into modern society is based in part on its capacity to remain innovative and adaptive," Swanson said. "A University must update current offerings and introduce new programs to meet changing needs."

--- Quality. "In each of the University's educational programs, as well as in its service functions, significant emphasis is placed on maintaining high quality," Swanson told the graduates. "There is an overall concern that whatever the University does, it does well."

Approximately 350 students were awarded degrees at the ceremony, including 200 receiving advanced degrees.

This Man Makes Locks His Life

They call him John Lock. He fixes locks. He opens locks. He collects locks. His real name is John Sary, and he is the University locksmith at Stout. To Sary, locks are more than just a way of making a living; they are a way of life.

Sary is responsible for maintaining some 60,000 locks on the Stout campus as well as keeping track of more than 1,500 keys that are issued to Stout employees. But when the day ends, Sary doesn't leave his work at the office. At home he has a collection of 800 padlocks, 200 regular locks and thousands of keys. In addition, he operates a part-time business that specializes in repairing old locks. "I eat, drink and sleep locks," Sary said. "When the weekend comes around, I'm at an auction or a flea market wheeling and dealing (for locks)."

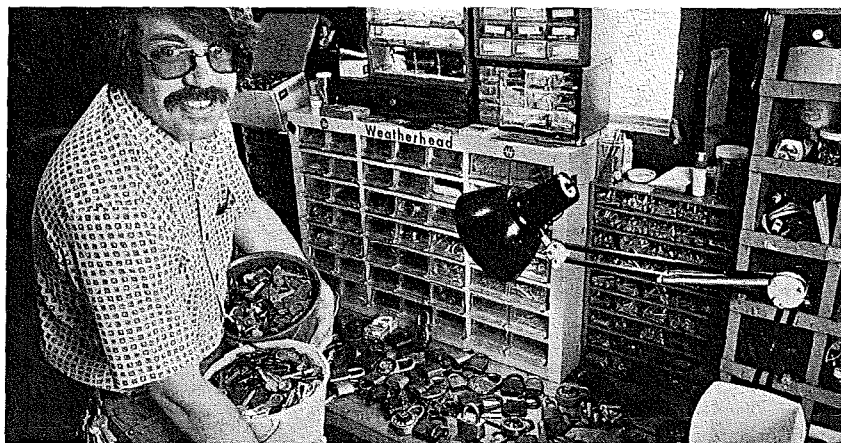
Sary, who is 32, became interested in locks when he was a senior in high school. He fashioned a lock pick from a nail, flattened out with a hammer. After graduation, he completed a correspondence course in locksmithing before enrolling at Stout. "I went to school here to be a teacher and I didn't like it so I dropped out of school and started locksmithing," he said. He did keep his eye on the University locksmith's job at Stout and when his predecessor retired in 1975, he applied.

Sary sees both his job and his associated hobbies as daily challenges. "There isn't a lock I can't get into one way or another," he said. "I may have to destroy the lock to get in but I can get it open. However, my idea of opening one is not to wreck the lock." He said perseverance also helps. "I fiddled with a few of my antique padlocks on and off for two years before I finally got them open," he said. But in his work at the University, situations in which he must pick locks are infrequent. "It takes a lot of practice to be good at it," he said. "When I went to school here, I had a box of locks that I picked every night. I was pretty good at the time I got out of school but it's something you have to keep doing or you lose your touch."

Sary carries his nickname, John Lock, embroidered on some of his shirts and some people do not even know him by his real name. The nickname comes from a business he operated in his hometown, Turtle Lake. "My business name was John's Locksmith at the time and I kept saying 'John the Locksmith' when I answered the phone," he said. "Somebody caught on and said 'John Lock'.

hour hobbies because they permit him to work with older locks. "With a lot of locks now, if they break they're done," he said. "With the older locks, you can get parts for them and replace them. But then a lot of older locks are all cast and now it's so expensive to cast anything that nobody thinks about it anymore."

He added that it is "a totally different ballgame" to work with



Sary and part of collection

and its either been 'John Lock' or 'Lock John' ever since."

Sary finds each day he works at the University to be somewhat different. Frequently he is called to various parts of the campus through an electronic paging device that he carries. "Most of the time if a lock breaks, everybody thinks it's an emergency so if a lock is acting up, it's something you have to do right away," he said. He explained that security requirements necessitate prompt repair of broken locks.

Emergency calls sometimes also extend into odd hours. "I've been down here at 2, 3, 4 o'clock in the morning, opening dorm rooms for people," he said. Sary says he has encountered a variety of unusual experiences in his job, such as the time he was summoned to free a woman who had her hand caught in a vending machine. Another time he was called to a residence hall to let out a couple who became trapped in a third floor room when the lock on the door malfunctioned.

Although similar to his work at Stout, Sary says he enjoys his off-

older locks. "I like to refinish them, too," he said. "That's what I really get into in making brass shine and they look nice when I'm done with them. It does vary an awful lot but to get one restored costs quite a bit of money because not everybody can do it. For one I'm finding out now that there are very few guys that will even touch them." Part of the problem, he said, is that most locksmiths do not know how to fix some of the older style locks. "Most of them don't know anything about them," he said. "They don't have the stuff to do it with. I was lucky that I bought out an old-timer years ago. He had all the stuff that I needed." Because he has the tools, he often receives business from other locksmiths in the region.

As for his lock collection, he sometimes draws strange reactions from friends. "Just like anybody that collects anything, they think your nuts," he said. "Of course I never throw anything away so they think I'm really nuts. I've got the first keys that I made when I started."

Kamish Named Head Football Coach

Bob Kamish, defensive coordinator for the Stout football team, has been named head coach.

Kamish, who has been assistant coach for 12 years and defensive coordinator for the last three, replaces Lyle Eidsness, named head coach June 13 at Morningside College, Sioux City, Iowa.



Kamish In announcing the appointment, William Burns, athletic director, said: "We are excited about him taking over the reins. He has done a great job with our defense. He brings years of experience to the squad. We have a returning group of veterans who have experienced success and we know he can maintain that continuity."

Burns and the athletic department's personnel committee recommended the appointment of Kamish to Chancellor Robert S. Swanson.

Under Kamish, the Blue Devil defense finished first in the conference and seventh nationally among NAIA schools. Eidsness had introduced the Blue Devils to the radar defense which is played with eight men at the

line of scrimmage in upright positions.

Kamish announced Wednesday that he will stay with the radar as well as the Wishbone attack the Blue Devils had used on offense. "Radar is fundamentally sound," Kamish said. "It covers all aspects of the game. Its strength is in its simplicity. We don't have to change defenses to prepare for other teams' offenses. However, every other team has to prepare separately to play against the radar."

Kamish said he would relinquish direct responsibility for the defense to coach the offense. "Key decisions are made on offense. The head coach must take responsibility for those decisions," Kamish said he expected to add several new looks to the wishbone including men in motion, something Eidsness was preparing to introduce this year.

Kamish, 40, is a native of St. Croix Falls. He was graduated from high school there in 1956 after participating in track, basketball, football and baseball. He won all-conference honors in football and basketball and won a state championship in the discus.

He received his bachelor's degree from Macalester College in 1960 and master's from Stout in 1968. He was the most valuable player on the Macalester football squad in his senior year. He played six different positions during his college career.

His first coaching assignment was at Bird Island, Minn., where he coached football and track. He coached Turtle Lake to conference championships in football and basketball between 1961 and 1965. He coached at Stanley-Boyd from 1965-1968 winning the school's first Cloverbelt championship in his second year there. His Stanley-Boyd teams won two division championships and one league title in three years.

Kamish came to Stout in 1968 serving two years as offensive line coach under Max Sparger and then as offensive coordinator under Sten Pierce. He became defensive coordinator in 1977 under Eidsness. Kamish has also been head track coach at Stout. His 1972 squad was conference co-champion. He was named district and area coach of the year that same year. The Blue Devils finished 6-4 last year and 7-3 in 1978. They have a veteran squad returning.

Stout ALUMNUS

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